

PRACTICUM 3 EXPECTATIONS

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> • Check email and maintain prompt and professional communication. • Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> • Teacher Candidate Profile Plan • Professional Learning Plan • Week One Practicum Plan • Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. • Design and implement formal and informal observations of students, teaching, and learning for a variety of purposes, contexts, and critical conversations with practicum partners. • Continue to develop and deepen caring professional relationships with students. • Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. • Observe and analyze classroom practices, routines, and their purposes. Engage in critical conversations with practicum partners. • Implement established routines and practices and develop own routines and practices in negotiation with MT. • Become familiar with school and division policies, procedures, facilities, and resources. • Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Help plan and assist at least one extra-curricular activity. 	<ul style="list-style-type: none"> • Attend Manitoba Teachers’ Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). • Attend other PD events offered by the school/division during the practicum. • Continue to deepen, broaden, and articulate your understandings about professional identities of teachers by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. • Pose critical questions of your beliefs and practices in relation to various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). • Continue to consider professional strengths and identify possible ways of meeting goals with support from practicum partners. • Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. • Participate in conversations and self-evaluation of your professional learning to provide input for the summative evaluation report.
CURRICULUM, TEACHING, LEARNING & ASSESSMENT*	
<ul style="list-style-type: none"> • From the start of the practicum including Practicum Mondays, gradually increase of responsibilities until TCs assume approximately 50% (a minimum) of a teacher’s daily teaching responsibilities during the final 3 weeks. • Develop a repertoire of instructional approaches that enable students to think, problem solve and make sense of their world. • Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. • Experiment with and develop strategies and designs for differentiated teaching and learning to foster student engagement and meaningful inclusivity of all students. • Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. • Implement a variety of ways to promote positive classroom culture and student behaviours** • Implement a variety of strategies and approaches that promote inclusivity, diversity, equity, and social justice. • Assist and lead daily classroom routines, transitions, organization, supervision, and individual and small group teaching. • Discuss and participate in MT’s curricular planning for the block and individual and group learning goals. • Collaborate with MT throughout the block for planning, implementing, and assessing connected series of inclusive, differentiated learning plans that draw on diverse students’ interests, strengths and needs. • Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. • Collaborate with MT to design and implement assessment practices for, as and of learning as part of planning and teaching. • Continue to gather and develop various resources, texts, support materials, and curriculum documents. 	

*See reverse for further information.

PRACTICUM EXPECTATIONS OVERVIEW

The B.Ed Program includes a sequence of four mandatory practicum courses. Each course has specific Practicum Expectations organized under three categories:

- School and Community Understandings & Engagements;
- Professional Engagements & Teacher Identity; and
- Curriculum, Teaching, Learning & Assessment.

Although the three categories remain the same across all four courses, the expectations within each category build in depth, breadth, and sophistication from one course to the next to enable Teacher Candidates (TCs) to gradually assume greater teaching responsibilities as they complete the B.Ed Program. These Practicum Expectations are the criteria used by Practicum Advisors and the Director of Practicum and Partnerships to determine if a TC has successfully completed a practicum course and will receive a grade of Pass or Fail. The Practicum Expectations are the assessment criteria used by Practicum Advisors to write the final summative evaluation for each Teacher Candidate as they complete their practicum course.

The Practicum Expectations guide TC professional learning during the practicum course beginning in the first week of September, while attending practicum Mondays, and throughout the practicum block.

An exact schedule by which a TC takes on various responsibilities is not indicated in the Practicum Expectations. This timeline is determined collaboratively by the TC, MT, and PA based on the Practicum Expectations for the course, the teaching opportunities in the practicum setting, and the TC's prior experience and competence with each aspect of the practicum.

Although TCs will be at different stages in the process of learning to teach, the UM Faculty of Education maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum course are described in the Practicum Expectations. TCs are encouraged to go beyond these minimum expectations if they wish to do so.

Practicum Expectations are informed by required practicum resources. TCs plan for teaching, learning, and assessment based on the two practicum course assessment texts and the *2023-2024 Designs for Learning* resource. Further information about these resources and supports and information about practicum courses is found in the *2023-2024 Practicum Guide* found online at: <https://umanitoba.ca/education/student-experience/resources-bachelor-education>

Notes for Curriculum, Teaching, Learning, and Assessment Expectations

*Use the *2023-2024 Designs for Learning* resource to support Practicum Expectations for Curriculum, Teaching, Learning, and Assessment.

**Strategies for designing learning environments to promote positive classroom culture and student behaviours include: clear, consistent behaviour and classroom expectations; predictable classroom rules, routines, structures, cues and signals for whole-class attention and transitions; welcoming, engaging, well-organized physical environment; strategies to build caring, positive, respectful relationships; shared responsibilities for being a good citizen in "our" classroom; planning with student engagement and motivation in mind; meaningful, relevant learning activities; positive reinforcement; ongoing teacher feedback; clear and specific learning expectations; differentiated instruction and opportunities for student choice and agency; effective teaching pace; a range of classroom management strategies as recommended by the MT and PA, etc.